

School Activities

DEC 14 1949

SAY CAN YOU SEE

DECEMBER, 1949



Exchange of Favors at Christmas Ball—John Marshall High School, Richmond Va.



Action at the Teen Canteen, DeQuen, Arkansas

THE COLUMBIA SCHOLASTIC PRESS ASSOCIATION ANNOUNCES

Its 1949-50 Schedule



26th Annual Contest

Newspaper and Elementary Publication deadline, January 10, 1950
Magazine deadline, February 1, 1950
(Announcements and Entry Forms to be mailed in December, 1949)
Report of the ratings to be announced at the

26th Annual Convention

to be held at Columbia University, New York City, March 9-11, 1950
(Announcements and Registration Forms to be mailed in January, 1950)



The following AIDS, prepared at different times during the Association's 25 year history by committees of Advisers experienced in the respective fields, to meet the specific needs of Advisers and Staff members are available to all in the school press field. Figures in parentheses are those for schools not now members of the CSPA.

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School Activities

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As the Editor Sees It



For the purpose of improving sportsmanship of players and spectators, the student councils of the seven high schools of the West Suburban Conference (Chicago area) have developed a very interesting, simple, and, apparently, highly successful rate-each-other plan.

Following an athletic event, each school's evaluators — three committee members (students), council sponsor, and principal rate the other school, sending a signed copy of the report to the Central Committee (composed of representatives from each of the seven schools' councils) and to the other school. Ratings are totaled and the schools listed in order on the basis of their scores.

The plan was originated by the student council of the Hinsdale Township High School, which also provided the first Sportsmanship Trophy. Maybe an idea for your council?

Intelligent school people not only condemn betting on games by outsiders but also definitely campaign against it. More than one good team has blown up emotionally because it knew bets (sometimes by parents of players) had been placed on it. Such "support for the team" represents about the poorest of poor sportsmanship. And it is always detrimental, never beneficial.

The Utility Club of Ocean City, New Jersey High School, a small group of 12 students, three from each class (out of 90 applications this year), reconditions school athletic equipment of all types. It repairs, paints, launders, restrings, stores and inventories as well as prepares the athletic grounds. Each member gives a minimum of 90 minutes of service a week, plus additional time when the program demands it. And it saves about three-quarters of the usual expense. Perhaps here is a Club for your school or a project for your student council.

A very common weakness of high school newspapers is to be found in the practice of including too many critical edi-

torials and too many sermonics on the various virtues. A good example of this undesirable policy, otherwise one of the best papers in the country, lies before us. It has five editorials: one hardly belongs because it does not concern school folks and their interests, and the other four are highly critical of school practices, procedures, spirit, organizations and personnel.

Criticising is proper in its place, but other important types of editorials are boosting, reasoning, explaining, commenting and interpreting. Variety in editorials is as important as variety in news stories.

Some high schools now include a unit of study of student government in orientation, civics and even English courses. Why not?

The sale of candy and soft drinks in school is meeting with very vigorous opposition from health, nutrition, medical, and other organizations and agencies. (A recent survey in one state disclosed that 64% of the schools sold candy or soft drinks.)

This criticism is met by three main arguments: (1) the kids need between-meal concentrated food, (2) they will buy it across the street if we do not sell it, and this will bring disorder, and (3) we finance much of our activity program through these sales.

In any case, maybe schools don't practice what they preach in biology, home economics, health, and nutrition classes.

From a former student, now an educational officer in Japan, comes a request for copies of American school newspapers, handbooks, yearbooks, programs, and other publications which will give Japanese students a better understanding of their American friends. If you'll send us something from your school we'll include it in our box. OK?

And you know what we wish for you along toward the end of the month, don't you?

Dramatics and the Cardinal Principles

GENERALLY there has been too great an emphasis upon "Dramatics' for Dramatics' " sake in the dramatic club. In many schools there is a desire to teach dramatics for its own intrinsic worth and not as an educative correlative. Too often the club sponsor becomes so imbued with the mechanics and technical importance of Dramatics that he forgets the purpose of fulfilling the objectives and ideals of secondary education.

Many a sponsor has had actual professional experience in the theatre. This contact with professionals invariably renders to the sponsor a professional attitude. This attitude is often reflected in his work with the students who are members of the dramatic club. He will tend to evaluate and organize their activities according to the standards demanded of professionals. I must remind the sponsor that the dramatic club is not an "apprenticeship course" for potential actors, but is a place where boys and girls can develop and practice "good living habits."

Modern educators still suggest the following indispensable requisites as essential for fostering better living habits: Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy Use of Leisure Time, and Ethical Character. It is towards this end that the club sponsor should bend his efforts. By a sincere concern for these objectives, aligned with proper guidance, the experiences entailed by the participants in the dramatics club can contribute much towards fulfilling these objectives.

Health. By the production of related Drama that emphasizes correct hygiene, habits of sleeping, eating, good-grooming, and habits of cleanliness (personal, and in school, home, etc.) we equip the student with sound health patterns.

Plays of *real value* benefit students by giving a healthy emotional, intellectual, and ethical appeal.

Play Production helps to safeguard the student against frustration that leads to ill health. The many contributions the student renders in the maintaining of a production gives him that feeling of "I have-given-and-satisfied," which is so essential in a child's breeding. Perfection

DAVID MOSS
259 Keap Street,
Brooklyn, N. Y.

in performance is not expected, but the boys and girls have striven to attain certain standards of achievement. The ecumiums the student receives after a production go a long way in maintaining his self-confidence. The accomplishment of the student, and the realizing that he has ventured and gained, will enable him in later life to cope with greater problems that might be detrimental to his mental health. Here we see the Dramatic Club Program helping the student along the road to good health.

Command of Fundamental Processes. Students in plays learn to develop a character" from the part they receive from the director. They learn to translate the wants of the director. The student sees his relationship with the whole of a production how his actions are important means to an end. He learns to take the raw beginnings of drama and transfix by co-operation, sincerity, creation, achievement, and analyzing a situation, a finished product.

Here in the dramatic club we see boys and girls having splendid experience in giving and taking constructive criticism, learning to listen, and to heed advice, to analyze a situation, to be honest, and at the same time being fair in one's conjecture.

Worthy Home Membership. The arts and crafts related to drama teaches boys and girls odd jobs that enable them to be happy participants in the keeping of their homes. Actually some boys have learned to handle a saw and hammer properly for the first time in their contact with Dramatics. Girls have similarly learned to sew. Parents approve wholeheartedly of seeing their sons and daughters putting their energies into such desirable ends.

Worthy Use of Leisure Time. Dramatic clubs present such interesting diversions as "Puppetry and Children Theatres." Both can be used successfully by students in home, church, camp and recreational center, or in boys' and girls' own separate clubs.

"Familiarity breeds deeper apprecia-

tion." The infinite Art of Drama becomes delightful and passable conversation. The dramatic club cannot definitely teach "life work," but it does provide for sublimating the destructive energies into channels which are more socially desirable. Those who continue with Dramatics as a hobby by directing or participating in community theatricals are engaging themselves wisely.

Ethical Character. The dramatic club contributes magnificently in practical morale building. By evaluating and appreciation of Drama the student (by proper guidance), obtains correct codes of democratic principles, altruistic attitudes, and ideals. In provoking students to react to different "characters" they have worked on in plays, we get them to express their emotions (love, fear, hate, joy, sorrow and anger.) These surges of emotion bended along right paths will do much to build ideals of character. Furthermore, dramatic plays can be given to the student that will meet and exalt the nascent sex-conscious drama that touches nobly and simply the theme of romantic love and presents healthy and formative types of manhood and womanhood.

Vocation. In the dramatic club a vast amount of techniques of various arts and crafts are brought to the student. Study of stagecraft, scenery and design and construction, lighting control and effects, costume design and the art of fashion, and the art of make-up. Many a boy picks up a trade as painter from dabbling with scenery in school productions. The student who acted as "electrician" finds himself with an interest in a well-paying vocation. Girls who had delved into make-up, Fashion, and Costumes have found themselves a possible cue to a self-sufficient and interesting future.

Due to the study of characters in plays, students have acquired knowledge of human behavior. They have gained confidence and solidarity from experience in meeting the public through school plays. Thus the student has gathered traits and experience that will enable him to become a good salesman, buyer or perhaps an advertising man, in the business world.

Still yet, students through the Dramatic Club have been inspired to careers in the theatre as actors, producers, directors and stage managers.

Citizenship. The technique of acting, which is acquired and utilized in the Dramatic Club, teaches voice, poise, quick thinking, co-operation, and understanding orders. All assets for everyday living as a citizen.

To enable the student to select dependable leaders in their societies, drama presents characters who can "come alive" on the stage, characters whose ideals may make a lasting impression — "for or against," thereby providing criteria for the selection of the "right things" in life.

The Dramatic Club equips the student with qualities that make one a good citizen — initiative, leadership and reliability. The proceedings of the play production involve students working together. Here they see the need for respecting one another's opinions. They learn to evaluate the different entities in a class production. They see the need for open mindedness, a just and honest criticism of one another's efforts. Dramatic productions demand an overall *working for the play*. It calls for loyalty to that which they own. Here we see the building of good citizens for America's future.

The Dramatic Club does possess enormous *educational power*; power in its wide usefulness in the emotional, mental and physical development of the student. It is up to the sponsor to make the Dramatic Club known, not just as a glamorous medium in entertaining the community and school, but as a dynamo of educational experiences.

Democratic citizenship education involves a union of two things: first, application to school practice of fundamental democratic principles and, second, adaptation of educational practices to the facts of child growth and development. Appraising a citizenship education program requires answers to the questions: Is the program based upon sound democratic principles? Is the program in conformance with the essentials of child growth and development?—*Stanley E. Dimond*

To the question: "If it were possible to establish arbitrarily the enrollment size of the high school, what, from an educational point of view would be the most desirable size?" 78 educational experts answered that between 500 and 750 as most desirable.—*The Education Digest*

Photography as a High School Club

FEW hobbies have more possibilities than photography; fewer have the universal appeal photography possesses. Countless millions of excellent, good mediocre, and atrociously poor pictures are made each year by professionals, amateurs, and ordinary folk of all ages and occupations with every sort of camera under the sun from an Exakta Zeiss Tessar costing \$495.00, and equipped with another \$500.00 worth of accessories to a "Brownie" Aunt Suzie bought in 1926 for \$1.39 at the corner drug store. The price of the camera frequently bears little relation to the quality of the pictures, it might be added.

Here the writer proposes to give a practical discussion of the several aspects of setting up a photographic club:

1. Justification for the Club existence.
2. The problem of sponsorship.
3. Cost of Equipment.
4. Correlation of the Club's Activities with In-Class and Extra-class work.

Justification for the Club's Existence.

Photography is a respectable hobby or profession which combines art and science in a way that is simple enough for the average person to become pretty good at it, yet it has possibilities complex enough and fascinating enough to hold your interest for a life time. It can be practiced in a thrifty manner in a corner of the basement or in a lavishly equipped darkroom. Once again, the quality of the work is up to the individual, not to the cost of his equipment.

A photographic club fits in the general scheme of school clubs admirably. One of the general purposes of all school clubs is "To aid the pupil in finding himself and in discovering a hobby which will help him to enjoy profitably his leisure hours." ^{*1}

No other school club has greater possibilities for developing co-operation and initiative. "Co-operation is not something to learn about; it is a series of acts to perform. Furthermore, co-operation is not something that may be suddenly de-

NORMAN TANT

*Graduate Student,
George Peabody College for Teachers,
Nashville, Tenn.*

veloped; it is a result of a series of habit-forming co-operative acts of participation." ^{**2}

Whether it is in the teamwork which will be found very helpful in darkroom work, or arranging a group to be photographed, the value of initiative and co-operation will be strikingly demonstrated to the participant.

Interest in photography exists in every school, and it is up to the school to improve the calibre of participation. It is an ideal hobby for all ages, as it can be pursued the year around and produces tangible enduring evidence of the effort expended. Photography is recognized and used in all areas of our social and economic life. The expense of getting pictures developed and enlarged is one of the chief deterrents to wider enjoyment of pictures by the average person. This obstacle can be greatly minimized for interested pupils by participation in the camera club, as it actually costs about seven cents to develop an 8"x10" enlargement. Commercial establishments charge a dollar.

The Problem of Sponsorship

The average school principal will immediately pose the question of sponsorship. On their first visit to a darkroom most people will feel that there is something mysterious and difficult bordering on black magic in the manipulations of light, chemicals, and paper to produce pictures. The process is actually very simple. The writer learned the basic process and developed pictures and films successfully without any help with a \$2.69 Sears, Roebuck developing kit and instructions in one evening. After several more sessions of experimentation in the kitchen at his boarding place, he branched out to enlarging and soon had a small group of interested pupils learning with him. Some rather decent pictures were made right from the start.

All that is necessary to learn photography is moderate intelligence and a keen

^{*1}Basic Student Activities: Roemer, Allen, and Yarnell, Silver, Burdell and Company, 1935, page 205.

^{**2}Ibid., page 211.

interest in it. If a sponsor can be found who actually is interested in photography, whether he or she already knows the technique of developing or not, a photographic club can be organized with a reasonable chance of success. Sponsorship should be limited to members of the faculty and should not be designated by chance. Preferably the sponsor will have photography as his hobby. An "outsider" might be used on occasion as a consultant.

Cost of Equipment

How much money will it cost to equip a dark room? How much room will it take? How would a photographic club be organized? These are questions the school administrator may justly ask. Dark rooms may be equipped for a hundred dollars or less. Two contact printers and one enlarger will be sufficient for a fair-sized club. This amount of equipment will take care of up to thirty members. Listed below is the amount of equipment such a club would need. It is not fancy, expensive stuff; but it is of recognized quality and usefulness and is given as a suggested minimum. For a maximum amount, the sky is the limit, but it would be wiser to start with the minimum.

1—Federal 269 enlarger	\$39.50
2—Contact printers @ \$9.95 ea.	19.90
9—9 in. x 11 in. enamel trays @ \$1.00 ea.	9.00
2—Kodak safelights with red and yellow filters @ \$3.00 ea.	6.00
1—12 in. Roto print dryer	19.50
Total*	\$93.90

If the sponsor knows photographic equipment or it is bought from a reliable dealer, a second-hand enlarger of better quality in "like new" condition may be had. The quoted prices are retail, and it is possible that the school could buy them at a discount.

We now should consider the darkroom. It will not require much space, as only a few hobbyists will use it at a time. This will be discussed in following paragraphs. Any room as small as six by ten feet will be ample. It need have only one opening, i. e., a door. The room should be given a coat of flat black or dark green paint. Tables or shelves that are about table height should be around two sides of the room, or ample to give working space for

the equipment. A sink with running water is a "must." Several electrical outlets will complete the set-up. It generally will not prove satisfactory to use the dark room for any activity other than photographic work. It should be accessible for after-school use.

Organization of the Club

The high school photographic club must be open only to those pupils who have an active and sustained interest in the hobby. Each participant must be able to afford a couple of rolls of film a month and some photographic paper. Since most youngsters and their families snap some pictures from time to time, this expense would not necessarily be an unusual burden.

The sponsor will have to exercise tact and wisdom to prevent club members from doing an excessive amount of work for other pupils. It is the writer's opinion, however, that the hobbyists should be allowed to do a limited amount of work for others if he gets fair compensation for the work. In that way the hobbyist-pupil will be enabled to buy extra paper and film for his own use; he may gain much prestige that he might not otherwise gain; and he will get some practical business experience; all valuable and justifiable in a club program.

The administrator and sponsor will have to work out the details of how much if any, of the chemicals the school will buy for the club. Any photographic supply store will gladly furnish prices on any quantity of developer and fixer, the two chemicals necessary. Eastman Kodak Company puts out a book for a dollar entitled *How to Make Good Pictures* which contains all the information needed for the beginning photographic hobbyist.

The camera club should be organized much as other high school clubs. The regular weekly meeting should be devoted to discussions of problems, comparing pictures and formulation of schedules for the use of the darkroom. No darkroom work can be done at the club meeting. There must be the regular meeting, however, to discuss the work, compare notes and pictures and to study techniques to be used in future darkroom sessions.

The darkroom with the equipment listed above can easily be used by six hobbyists

(Please turn to page 134)

*Consult local photographic store, mail order catalogue, or *Popular Photography Magazine*.

Student Council in an Elementary School

SPONSOR of this particular Student-Council was inexperienced in such an activity, but remembering what her five-year-old daughter had said several years before ("Mommie, *childrens* can *think* just like *grown peoples* can *think*!") she took the responsibility with just that in mind. Children *can* think and this group must be allowed to think. Her job was merely to guide them in their thinking!

The Student Council was composed of representatives from the second through the sixth grades. Officers had been elected the year before by popular vote, but not one of them felt easy in his position. Before the first regular meeting, the sponsor met with the officers and discussed parliamentary proceedings with them.

At the first meeting a theme — "Good Citizenship in Caroline Brevard School" and a motto "The Golden Rule" were decided upon. Some one suggested that a good citizen would be *loyal* to his school, so the first point in the planning for the year was *Loyalty*.

Caroline Brevard School is the oldest elementary school in Talahassee, Florida, and even though an oil painting of Miss Caroline Brevard was hanging in the main corridor, to the young generation it was just a picture with no meaning.

They learned with interest that Miss Caroline Brevard, Tallahassee, was one of the outstanding educators of Florida, an author of several books, a lady of refinement and high integrity. They learned also that Caroline Brevard School is the oldest elementary school in the city. With more respect for their school, they concluded that their behavior at all times and places reflected on the school and that Good Citizenship must be practiced always, in memory of Miss Brevard.

To inaugurate this plan for good citizenship the representatives took notes at each meeting and reported each time to their classmates. They also asked the aid of their classroom teachers in carrying out the program for better behavior.

It was decided to discuss and work on one area at a time, and so the whole school was divided into groups and assigned the following projects: play-grounds, halls, class rooms, auditoriums and lunch room.

MYRTLE C. BURR

Kate Sullivan School

Tallahassee, Fla.

Many fine suggestions were submitted, and soon the atmosphere all over the school had improved. There was evidence of "Good Citizenship" everywhere.

By this time interest was so keen that every member wanted some *special project*. Two suggestions adopted were for the lunch room and the clinic room.

The council members decided that the tables and chairs in the lunchroom needed painting. They wanted to do the painting, but where was the money coming from to buy the paint and brushes? Rummage sale! Candy sale! and many other suggestions were made. By popular vote in the council Candy Sales won, so for several weeks, donated home-made candy was sold after noon lunch. The paint was bought and committees started to work! Some painted during afternoon activity period, and some stayed after school. One committee worked on appropriate murals and other pictures. Another committee kept fresh flowers in the lunchroom. At Christmas time wooden candle holders made from rollers from wrapping paper, collected at stores, were painted. Under the sponsor's guidance and the work of various committees, the lunchroom became neat, clean, attractive and festive.

The clinic room was cleaned thoroughly and kept clean, neat and orderly.

In evaluating the year's interest of the Student Council the sponsor was gratified with accomplishments. There was evidence of democratic living. How they did work together! And every decision was by popular vote! Lessons in reading, oral language, writing, spelling, health, art, mathematics, democratic living — all were concrete examples of learning.

At the end of the year there was enough money in the treasury for the Student Council to give a party for the newly-elected officers. This party in itself had supplied many projects in citizenship-building — projects that lasted through several final weeks of the school term. The best of all, though, was to hear all over the school, "Why, it's fun to be good citizens!"

Planning the Affirmative

RESOLVED : That the President of the United States should be elected by the Direct Vote of the People.

Each debate season logically divides itself into two units in so far as the preparation of the debater is concerned. The first unit usually consists of extensive reading of available materials on the debate topic and the ultimate assimilation of these materials into a well outlined and convincingly written constructive speech. Often the debater is so engrossed in the writing of the constructive speech that he has not even taken the time to consider and evaluate the possibilities that are open to his opponents in the contest. It is in the second unit of preparation that the debater usually takes careful inventory of the possible arguments that are available to his opponents. At this time he is preparing for the presentation of the rebuttal speech.

There is a distinct difference between the preparation of the constructive speeches and that of rebuttal. Both speeches require that the debater gain as complete a knowledge of the arguments on both sides of the subject as possible. The great difference is in the manner in which each of these speeches are presented. The constructive speech is written in advance and is prepared with the predetermined objective of presenting as effectively as possible the points either for or against the debate topic. The debater plans to use his ten or twelve minutes to the very best advantage in attempting to prove his point. There is little need for adaptation or change in the constructive speech, once it is written and is known to be an effective presentation of the case. The rebuttal speech, however, is always subject to change and adaptation to the arguments of the opposition.

While it is true that the preparation of the rebuttal speech does not follow any well-defined pattern as is the case with the constructive speech, there are certain rules of progress that should be followed. The first rule is to remember that you cannot win a debate by merely presenting an effective constructive speech. In all too many cases, a few strong points of

HAROLD E. GIBSON
MacMurray College
Jacksonville, Illinois

your opponent, delivered with force, will nullify the effectiveness of many of your arguments.

A second rule in preparing rebuttal speeches is: make a thorough study of the weaknesses of your opponents' side of the case. The glaring weaknesses of the negative should be listed, and an outline of the best methods for attacking each individual weakness should be made. After the outline is finished, practice the delivery of refutation on each point in order to make your delivery effective.

A third rule is: keep a card file of all points that may be presented by your opponents. Each card should include the argument of your opponents, an outline of the method of attacking the argument, and a list of facts or quotations applicable to the point being refuted.

If these three rules are followed, the debater should be prepared to refute most of the arguments that will be presented by his opponents.

ATTACKING THE NEGATIVE WEAKNESSES

When the debater prepares his constructive speech, he quite naturally anticipates the strong arguments of his opponents and then writes his constructive speech in such a manner as to attack these strong points. This must be done if he wishes to present a good constructive speech. If the debater attacks the strong points of his opponents in his constructive speech, he will have ample time to attack his opponents' weaknesses in the rebuttal speech. There is a strategic advantage in waiting until the rebuttal speech to attack your opponents' weaknesses because then they will not have as much time in which to defend these weaknesses as they would have had if you had attacked in the opening speech.

In the remaining part of this section some of the weaknesses of the negative side will be presented, and suggested methods of attacking these weaknesses will be given.

NEGATIVE WEAKNESS

With the system of electing the Presi-

dent that we have today, there is a real possibility that the selection of the President might some day be thrown into the House of Representatives. This is a real weakness in the present system of election because it presents a possibility that the election of the President might be taken away from the people.

AFFIRMATIVE ATTACK

When the possibility of having an election thrown into the House of Representatives is considered, the members of the negative team must admit that there is a need for a change in the system of electing the President. We have already had two elections in which the House of Representatives actually selected who would be the President, and in both cases the selection of the House was not as dignified as it should have been. In 1800 Jefferson and Burr tied in electoral votes, and so it was necessary to throw the election into the House. Although it was understood that the electors had intended to vote for Jefferson for President and Burr for Vice-President, the House of Representatives had the power to elect either Jefferson, Burr or Adams to the Presidency. The defeated Federalists contemplated shifting their votes in the House of Representatives to Burr so they would have in office a man who could be controlled and one who would not have been such a bitter pill to the Federalist party. Only the work of Alexander Hamilton, a Federalist who did not like Jefferson but who believed in democracy, defeated this plan of the Federalists.

In 1824 we again found a situation in which no one candidate won a majority in the Electoral College, and so the selection was made in the House of Representatives. Jackson, John Quincy Adams and Crawford were the three highest candidates. Henry Clay was the fourth candidate, and so he could not be considered. He, however, threw his influence in the House to Adams, and Adams was elected even though Jackson had received the highest number of popular and electoral votes. It is interesting to note that Clay was made Secretary of State by Adams.

It is almost dangerous to anticipate what might have happened in the election of 1948 if the selections would have been made by the House of Representatives. It is almost certain that the Southern States would have demanded that Truman drop

the Civil Rights bill in return for the votes of the 13 Southern States. The result would probably have been that Truman would have been elected, but that he would have been forced to compromise on many measures that the people had voted for in order to win the election in the House of Representatives.

NEGATIVE WEAKNESS

Under the present system of electing our Presidents, it is almost impossible for a candidate to be nominated unless he comes from one of the larger states located north of the Ohio and east of the Mississippi.

AFFIRMATIVE ATTACK

A study of the candidates of both major parties for the last fifty years will indicate that in order to be nominated, it is almost necessary to live in the states of New York, Pennsylvania, New Jersey, Massachusetts, Ohio or Illinois. A candidate may enter the White House by way of the Vice-Presidency as Truman did and then win the nomination, but the number of candidates for the high office from states other than those mentioned have been very few since the time of Lincoln.

The reason this is true, is because it is necessary to win in a majority of these states in order to win the election. A majority of one thousand votes more than received by an opponent gives all of the electoral votes of a state to the winning candidate. Since a local candidate has a better chance of winning than one from another state, it is only logical that most of our candidates have come from the larger states.

If the affirmative plan is adopted, a candidate will receive every vote that is cast for him. It will be necessary for candidates to conduct their campaigns in all sections of the nation since a vote, wherever cast, will have exactly the same power in electing the President. This will also work to make the practice of nominating candidates from the larger States no longer politically expedient. This would be a great step forward in democracy.

NEGATIVE WEAKNESS

The Electoral College system of electing the President of the United States has the ever present possibility of allowing a man to become the President of the United States even though he has not received a majority of the popular votes. This has actually happened twice and could very

easily happen again.

AFFIRMATIVE ATTACK

In 1876 and again in 1888, the United States had a man in the office of the Presidency who had received fewer popular votes than his opponent. Rutherford Hayes received fewer votes than Samuel Tilden, but Hayes was finally given the high office. In 1888, Benjamin Harrison received fewer votes than Grover Cleveland, but the complications of the Electoral College made Harrison President. The important thing to remember is that in this period the people were willing to accept such a verdict without resorting to civil strife. We wonder if the people would receive such a verdict today without questioning our system of electing a President?

In the election of 1948, a switch of only 29,000 votes in Ohio, Illinois and California would have made Dewey President. This would have happened even though Truman would have had a majority of over 3 million popular votes over Dewey. Now let us suppose that such a thing had happened. Would the Democrats be justified in saying that they had been robbed in the election? Would they have been justified in failing to support this minority president?

The plan of the affirmation would keep such a serious condition from developing. The candidate receiving the largest number of popular votes would be the President and no intricate system that was ever devised for a nation without modern facilities for rapid communication would rob the people of a fair election.

SUGGESTIONS FOR MAKING REBUTTALS EFFECTIVE

1. There is no substitute for a thorough knowledge of the question. The student who has read and mastered a great amount of material about the subject, is potentially in a better position to refute an argument presented by his opponent than is his less prepared colleague.

2. The debater should make a list of the leading arguments that will be presented by his opponents. His next step in preparation is to make an outline of the way he will attack each major argument. Included in this outline would be such items as:

a. The major weaknesses in your opponent's argument.

b. How to disprove his argument

either by logic or by the presentation of statements made by authorities on the subject.

c. After you have prepared to refute his argument, plan a way to clinch your refutation so that your efforts will remain in the minds of the audience.

3. Practice the delivery of your refutation and rebuttal just as you practice the delivery of your constructive speech. Since it is possible for the debater to anticipate well over half of the arguments that will be presented by his opponents, he should spare no effort in preparing to meet and defeat these anticipated arguments. Practice will develop fluency in presentation in such a way that it will not only give confidence in the actual contest, but it will help the debater over the rough spots of refutation when he must rely entirely on extemporaneous presentation.

SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of sample arguments that will probably be found in most negative cases. The suggested method of meeting them will be found following the argument.

NEGATIVE ARGUMENT

It would be foolish to try to change the system of electing the President to a plan of Direct Election since the Southern States would never accept such a system that would take away from the States the power to determine who shall have the right to vote within their borders.

AFFIRMATIVE REFUTATION

We are quite interested in the argument of the negative which maintains that it would be foolish to try to adopt the system of electing the President of the United States by the direct vote of the people because the Southern States will not accept such a system. Before we pursue this case any farther, let us point out that we are debating the proposition that the President *should* be elected by the direct vote of the people. We are not debating whether or not the plan will be adopted, but whether it would be wise to adopt the plan.

The negative debaters may point out numerous reasons why certain sections or individuals will oppose the plan of the affirmative, but in so doing they are not

(Please turn to page 143)

Improving Award Systems

WE should begin with the traditional school letter given as an award for participation in school activities, especially athletics, in many of our high schools. If this award is unaccompanied by anything of intrinsic worth such as sweater, blanket, or jacket, it comes near being an ideal kind of award. It has only symbolic value and it has traditional value. A good award is spoiled when we try to make it more than symbolic, when we add something intrinsic as if we attempted to pay for participation.

The most important consideration of any award system is the fundamental purpose of it all. Looking toward an ideal or improved system, we can set up the purposes in outline:

- (1) Encourage worthy service to the school.
- (2) Encourage wider participation in worthwhile activities.
- (3) Encourage the development of integrated personalities.
- (4) Encourage ethical attitudes among participants.
- (5) Teach justice, broadmindedness, and cooperation
- (6) Encourage participation in citizenship activities.
- (7) Avoid discrimination between activities.
- (8) Encourage continued participation.
- (9) Make activities valuable to participants.
- (10) Expand the entire activities program.

An ideal system should attempt to meet the purposes as set forth above. Since contests are not the only service to the school, it is well to study the award system with a view to include some selected activities from the non-interscholastic field. We already do that when we give letter awards to athletic team managers and cheer leaders.

Less glamorous worthy service to the school should not be overlooked. The tendency among educators in recent years has been away from contests as such, especially when winning is stressed, to worthy participation in citizenship and personality building programs. Why

CHESTER C. DIETERT

*North Judson Consolidated High School
North Judson, Indiana*

should not participation in music organizations, class or school plays, or school library service be recognized as doing a worthy service to the school. Sometimes these activities, more than athletics, help to attain desired results.

The difficulty in expanding the award plan to include non-competitive activities is that we may have too large a proportion of awards and thus cheapen it. This can be solved by having but one award system, with an over-all standard of keeping awards to say twenty or thirty per cent of the entire enrollment. With only one type of award for all activities, there will be no discrimination among activities. With a single award system, it seems justifiable to carry credit for awards across the fields of activities, i. e. to grant a higher degree of award in another activity upon the basis of previous participation in a different activity. If we wish to encourage activities in general, this is a valuable feature to have. If we hope to make a participant proficient in some one activity only, then it is not an essential feature. If we do not allow credit to carry over from one field to another, there will be a tendency for students to choose activities in the Freshman year without much subsequent change. Activities then cannot be used for exploratory purposes.

The single award system for all activities lends itself to the development of a point evaluation for the various participations. For example, there can be four or five points awarded for each basketball game, five to ten for each participation in a school play, twenty-five for editorship for school publication per semester, eight or ten for each football game, two or three for every public appearance with a school music organization, etc. All recognized activities can be listed for points. When a student acquires 100 points, he will be eligible for a school letter award. For each additional 100 points during his school career, he will get an award of higher degree by getting a letter

with a chevron added. Thus for worthy participation there can be any additional number of degrees. The point system is flexible in that the number of points awarded can be changed whenever it is necessary to make adjustments as between activities. Hence injustices can be eliminated.

An ideal award plan is not necessarily one that is patterned after that of a large university. A secondary school has entirely different problems, has less mature participants, most of whom are exploring their possibilities. If an activity has no carry-over values that remain with the individual in after school life, then it is not a worthy activity and it should be discontinued.

We began by saying that an ideal award system is one that has some traditional value. A good system is one that can be amended as conditions change and warrant the amendment. If an old system can be amended, it is better to do that than to discard it for a radically different new one. The old system should be improved unless it lacks all the features of an ideal system and does not fulfill the desired purposes. To discard an old system may set a precedent for the destruction of any new system that may be adopted as soon as the personnel of the faculty or other governing body is materially changed.

High School Poets in Maine

CATHARINE CATES
69 Kingsbury
Gardiner, Maine

FOR six years the Poetry Fellowship of Maine has been making friends, and encouraging future poets and readers of poetry by conducting a statewide poetry contest for high school students.

Members of the Fellowship have been asked—*why* a poetry contest? Certainly the writing of poetry leads to correctness and precision in the use of the mother tongue, as it stimulates an interest in words, in figures of speech, and in speech patterns. Then too, it increases the enjoyment and the understanding of the poetry of others.

The high school contest is handled by a

Project Committee. Cards announcing this project are sent to all the high schools in the state. The student chooses his, or her, subject, using any verse pattern.

The only limitation is that of the number of lines. From year to year the Fellowship has decreased the line limit. There are many who think it most difficult to write a fine poem using a few words, so it has been particularly interesting to note a decided improvement of content and technique in the more recent entries.

Here are two examples of what high school students can do with few words. "Night" by Frank Pickering—"Tonight heaven is an umbrella of stars supported by a moonbeam." "Sky Party" by Christine Dunham—"The moon is a hostess having a party in the sky with a million stars as guests."

The Fellowship stresses certain "do's" and "don'ts". For instance, do use simple speech forms, do use as many nouns and verbs as possible, do try for sensory appeal, do avoid cluttering and telescoping of dentals and sibilants, do have the poem well integrated, do have something definite to say, do mind how that something is said, and do be yourself. Don't use clichés, don't use inversions and contractions, don't pad, don't over-use adjectives, don't imitate the style of a past era, don't use poeticisms, and don't send the reader to the dictionary. These are a few "do's" and "don'ts" that prove helpful to the student-poet.

It is interesting to work with the high school poems, and it is also *fun*. Many of the poems show a delightful sense of humor; there are excellent and stimulating figures of speech; there is a gratifying awareness of the times, and an exciting freshness of perception. There are poems of deep earnestness, poems of purpose, that are universal in appeal and greatly moving. There are fine lyrics, in fact there is everything from hunting and fishing trips to love of a little sister or of a baby brother, a sly poking of fun at self or a teacher, love for the state and for home-place, appeals against race-prejudice. There are poems about cars, trains, planes, flies, cats, vinegar jugs, parking meters, snow, rain, sun, moon, shoes birds, stars, life, love! Everything! And the members of the Poetry Fellowship are proud of the poems written by the high school poets of Maine.

How We Stopped Freshman Hazing

LIKE most schools, when September rolls around, the Hinsdale upper classmen think of making life miserable for the freshmen. Sometimes their methods of doing so have resulted in accidents and in practices which have detracted from welding together a student body which has as its aim, through Student Council, school spirit, good sportsmanship, and total participation by the student body in the activities of the school.

This year, the Hinsdale Township High School Student Council launched a new project. One week was set aside for the initiation of the freshmen. The following set of rules for the freshmen were mimeographed and presented to them Friday of the short opening week of school for use during the first full week:

Ten Commandments for All Freshmen

The following rules apply to all freshmen without exception. Any other initiation will be forbidden and violators will be subject to strict punishment. None of these rules are to disrupt classes or school procedure, and all initiation will end at 3:30 p. m., Friday, September 16. Freshmen must obey all rules beginning Monday, September 12, through Friday at 3:30 unless otherwise indicated. On Friday, a mock trial will be held to try and sentence all violators, freshmen and any other classmen.

Rules

1. Have a green paper or cloth hat made by Tuesday. These will be decorated with a sign, "Yea Seniors." These are to be worn during lunch period and before and after school only.
2. Freshmen may enter school in the mornings and leave at the end of the day through the cafeteria door only.
3. You may use only the cafeteria drinking fountain between classes.
4. You may not sit down in the cafeteria during lunch period.
5. Freshmen will address all senior boys as "sir," all senior girls as "madam," and bow to both.
6. On Tuesday, you may speak to teachers only, except during classes.
7. On Wednesday, bring candy for up-

NAIDENE GOY,
*Teacher of English,
Hinsdale Township High School
Hinsdale, Illinois*

perclassmen—to pass out before and after school, not between classes.

8. On Wednesday, bring rag to shine shoes during lunch period, and before and after school.
9. On Thursday, wear something yellow.
10. By Friday, be prepared to sing the

"Alma Mater"—alone, perhaps!

You will abide by the above rules for the privilege of being a freshman. On Friday, the 16th, you will become an "accepted" HTHS student. Good luck!

The administration of freshman initiation by the Student Council Board thus resulted in a program of good clean fun for all concerned. To insure better operation of the rules, the seniors were required to wear some identification. Accusations made against individuals violating the rules were presented in writing to the Student Council Board and names of witnesses were provided to support the accusations.

At the close of school Friday, a Mock Court tried students who had violated rules and definite penalties were provided, some of which were paid before the assemblage. Following the mock court, the evening was set aside for a Student Council Mixer, the first dance of the year without dates. Freshmen were especially honored during the evening. With the close of the dance, initiation was officially over and every freshman was accepted as a member of HTHS.

To schools and student bodies who are skeptical of success with a similar project in their own schools, the HTHS Student Council Board offers this advice: "Sit down with your sponsor, your principal, and your student leaders. Talk over the problems. Don't assume that hazing is a necessary evil because you have always had it. Suggest something constructive to replace hazing. Chances are, that's the only spark your school needs."

Guidance Through a Leather Club

THE more closely I associate with young people, the more I realize that the teacher is one of the strongest guiding influences for boys and girls. This influence is not necessarily in the interview with the parent, or in the conference with the principal, or even in the long, earnest talk with the individual. The kindly smile, the gentle pat, the one needed word may be the pivot around which the rebelling spirit can steer itself to its goal. For all children want to succeed. It is the hopeless fight against insurmountable odds that breaks the will of the student at first. From then on, failure is easy. Love-discipline is the best type of discipline. A child guided by affection and not by the force of another's will is the child who knows the right and is not afraid to follow it. He is sincere, for his mind is free. Nothing can supplant love—in the home, in the school, or in our own small world.

Why do some children—those who are mentally capable—dislike school? They do so because they fail to recognize the importance of education in the attainment of their life goals. This is the finding of Prof. Arthur T. Jersild and Miss Ruth Tasch, whose study on "Children's Interests" was just released by the Horace Mann-Lincoln Institute of School Experimentation through Teachers College of Columbia University. One of the major conclusions was that there is a clear decline in educational morale as the age level rises. A much larger proportion of the older children criticized school subjects, facilities, teachers, and fellow-pupils. Surprisingly, however, these same adolescents expressed a desire for self-improvement: for skills, qualities, and opportunities to fit them for independence and success in life.

This discrepancy between diminishing school enthusiasm and mounting desire for vocational competence proved disturbing to the educators conducting the survey. Examining the situation, the author concluded that the high school program did not offer the things that the children think they should have. Either the substance is lacking or the school has not succeeded in showing the pupils how its program might further their personal needs.

LOUISE RANDEL

*Alfred Vail Jr. High School
Morris Plains, N. J.*

Pointing to the importance of understanding children's interest in formulating a philosophy of education, the authors state, "The supplying of as many means as possible through which children may discover and realize their potential interests is *not* a luxury, and it is certainly not a way of diluting or sugar-coating education. When we take education literally and seek to draw forth in the most constructive manner the resources with which children are endowed by nature, we are not simply helping them to have a good time. We are making a fundamental investment in human welfare."

"Not out of indoctrination, but out of genuine understanding"—these words, spoken by General Eisenhower upon his installation as president of Columbia University, struck a responsive chord in me. I have made them part of my working philosophy. The common responsibility of *all* Americans is to become effective, helpful participants in our highly competitive and exacting society. At all levels of education we must be watchful to prepare the student for this effective participation in a free society. It is the responsibility of *all* schools to devote themselves to the kind of liberal education that will further this end. Clubs are one medium, I think, by which students may experience the joy of accomplishment, and may be guided toward building love of freedom, co-operative effort, optimism, and, above all, faith in America as well as in themselves.

When I was asked by the school administrative authority to describe briefly the club I wished to sponsor, I felt a grave responsibility. I knew that for guidance purposes the best clubs were those that revealed to the members the possibility of interests in new fields; and that when the club has been established, it should be carried on by the *members*, with the advice of the sponsor. I further realized that the club period was not an end in itself, but the beginning of renewed work and interest for the ensuing week, and that the

work so accomplished should provide "a bond of mutual benefit between adolescence and adulthood." (1)

My own children gave me the answer when I discussed the problem with them. "Mother," they said, "at the Y.M.C.A. camp we enjoyed and profited most from the leather work, why don't you offer a Leather Club to the students of Alfred Vail?" I weighed the suggestion from all angles and accepted the challenge. For six years the club has had more applicants than it could handle.

The club has three objectives: educational, vocational, and social. Leather is a new field to the student of the junior high. He is interested in how the hide is made usable, how it is dyed, how many kinds and grades of leather there are, and, above all, how to handle and treat it. There is a fine leather shop from which I buy the supplies near the school, and the boys and girls may see the skins before they are cut up into their wallets, key cases, and the like. The owner also explains to them whatever they wish to know. The number of articles that can be made is surprisingly large. I have some samples and also catalogues from which each member chooses the article he wishes to make. In order, however, to teach the types and uses of the different tools, all new members purchase the same kind of article for their first work. From then on they advance as rapidly as their care, originality, and ingenuity will permit. The most common articles made are change purses, key cases, wallets, pocketbooks, picture frames, card cases, beanies, belts, lanyards, and bookmarks, with tooling on calfskin or applied design on suede.

The tooling and carving of the leather affords untold opportunity for originality of design, and artistic natures may be satisfied by choosing colored leather with contrasting lacing or in the applied suede work. Precision and exactness are necessary requisites for leather work. The measuring and the punching of the holes for the lacing, the handling of the tools for tooling and carving are excellent discipline for careless students. The working with the hands is a skill much needed today, and in so doing, many a nervous child has had his mind taken off of him-

self. There is the added satisfaction in completing something useful as well as attractive—a pride in a job well done—that all of us need to feel. Indeed, the club period closes all too quickly, but at noon hour and in the morning the work on leather continues. No one is allowed to fail. If a mistake is made and a piece is spoiled, another piece is bought and the article perfectly completed. When this occurs, the lesson of care is doubly learned because the extra piece costs extra money.

Some of these young people may be learning a vocation, certainly all of them are learning an avocation, as I have witnessed on many occasions. A large percentage of the members, when they have finished articles for themselves, get orders from friends and in that way earn money. I have in mind a young lady whose father was so proud of the tooled wallet which she gave him for Christmas that he showed it to his co-workers at the factory, and she was given all the orders that she could fill. One rather troublesome boy who joined the leather club became very popular when it was found that he could make nicer lanyards than any one else, and his orders were numerous. Several former members now make articles for the Woman's Exchange. But the boy from whom I have had the greatest satisfaction was the Chinese, who, when taken from the school to work on a farm in southern Jersey, came up during a vacation to purchase tools and a supply of materials to start his own leather business in his spare time. Another person who was particularly helped by this sort of handwork was a shy girl, who, at the same time, was unusually careless. She remained in the club for two years, which is the limit that anyone may stay. Her first lesson was that of carefulness, after many disappointing mistakes. Finally her work was so well done that she won the admiration of her fellow workers and her mother's friends. She forgot her shyness under such praise, and is now a well-poised young woman who still works with leather.

The club year always ends with a trip or party, whichever the members want. In this way an opportunity is given for cooperative planning and the carrying out of those plans. Each June it feels that a few more young people had found worthwhile work for which they were adequate—another step to self-adjustment.

(1) Cox, Dr. Philip and Duff, Dr. John. "Guidance By the Classroom Teacher," Prentice-Hall, Inc. New York, 1938, Chapter XI.

Annual Mother-Daughter Tea

IT was in this manner that the most recent guest speaker of the annual Mother-Daughter Tea expressed her delight in having been with us on a very special occasion at the Wydown School.

Mrs. _____
2 Windermere Place
Saint Louis 12, Missouri
My dear Dorothy:

The beautiful flowers from the girls of Wydown School greeted me upon my arrival home yesterday afternoon. May I thank you all for this gracious thoughtfulness and assure you that the color and radiance of the bouquet is bringing joy to our family.

With warmest appreciation, I am
Very sincerely,
Adelaide Adams

March 25, 1949

LETTING THE TEA KETTLE BOIL

The DAUGHTERS undertake the plans for the tea given in honor of their mothers. A student committee organizes itself. From each of the homerooms comes one member; this representative is the girl in the highest office: selectman, president, secretary, or treasurer. They have the opportunity of asking for help from a lady faculty member who serves on the school's social committee.

Eight girls sponsored the tea this year. Each one became head of a work group, which also had a faculty adviser. The three key committees and their subdivisions were these:

PROGRAM: Speaker and Girls' chorus
REFRESHMENT: Food, Tables, and Serving

ARRANGEMENTS: Invitations, Building and Rooms, and Reception

The boiling process was normal. Finally, the day for the tea came to the top of the school calendar.

POURING THE TEA, in 1949

The MOTHERS arrived singly or in friendly groups. Ushers introduced them to the faculty receptionist and found the waiting daughters, respectively, who next became hostesses to their mothers. The pairs gathered in the auditorium for the program. Jo Ann welcomed the mothers—
"The girls at Wydown welcome you,

DOROTHY LEGGITT
Teacher, Wydown School,
Clayton, Missouri

our mothers and all of our guests, who have so graciously accepted our invitation to be with us.... All through this year we have anticipated having you here as our special guests with an opportunity to meet our friends and our friends' mothers..." introduced the speaker—

"Mrs. Adams is the wife of the minister of _____. Last summer her husband was sent to Europe to attend the meeting of the World's Confederation of Churches, held at Amsterdam. The ladies of the church made it possible for her to accompany her husband. It was her first trip to Europe. She will talk to us about her experiences there...."

announced that the members of the girl's glee club would sing—

"Singing Waters" *Slovak Folk Song*
"Oh What a Beautiful Morning" *Rogers: Hammerstein*

"The Weaver" *Adams*
and stated that refreshments would be served on second floor in rooms 201, 203, and 204. (Thus, a daughter poured the program into the cup of enjoyment).

SIPPING THE TEA

Refreshments: three tea tables each in a separate room, offered opportunity for mingling and chatting, as well as rapid service. Each table was beautifully set. A center piece of yellow jonquils furnished the color scheme. Also, there were yellow and white napkins and light green candles. (Rented palms were numerous throughout each room.) Beautiful silver and china trays displayed the food prepared by the home economics classes. Light blue plates were used but the cups were paper, and the napkins were yellow-and-white. There were two punch bowls, one at either end of the table. The girls who did the serving cooperated because some were delegated to pour and some to supervise and bring replenishments.

PUNCH:

Lime ice and ginger ale flavored with lemon juice

HORS D'OEUVRES (related to sandwiches):

Saltines each spiraled with a slice of bacon

Circles of bread spread with pimiento cheese topped with a slice of stuffed green olive

Rectangles of bread covered with cream cheese mixed with crushed pineapple

Crackers topped with mashed avocado with a bit of lemon juice and a dash of garlic salt

Assorted sizes of cheese crackers spread with deviled ham decorated with a thin slice of dill pickle

Crackers spread with cream cheese mixed with finely chopped onion and a dash of chili powder

Potato chips appropriately tantalizing with a top coat of cheddar

COOKIES:

Assorted ones—purchased at a bakery

CANDY:

Pralines, dotted chocolate ones

DIRECTIONS FOR MAKING Good TEA Essence of Spring—

A spring motive can be carried out in the decorations and menu. Design in table setting, food colors and assortment, and room arrangement should be observed.

Hostesses—

Every girl will be a hostess, but there must be special hostesses to see that everything runs smoothly, that everyone is served, that everyone feels welcome.

Program—

Prepare for it far in advance so that the numbers can be well presented. Everything should go off like clockwork, and everything should have the air of a finished product. (A fashion show or a guest speaker are recommended)

Invitations—

Design and write the invitations uniquely. They should be very attractive and mailed about ten days in advance of the tea.

Publicity—

The publicity committee should see to it that a real interest in the tea is aroused among the girls. They should be informed of the plans for decorations, refreshments, invitations, and entertainment. Notices should be put in the daily bulletin or special ones given to the girls.

Refreshments—

About eighteen girls are needed to serve

and a similar number to prepare the food. The sandwiches should be beautiful and fancy plus delicious to eat. Cakes and cookies should be purchased. Punch for teen-agers is preferable to tea or coffee. The whole committee should meet to plan exactly what is to be served and who is to be responsible for each item.

Participation—

A large number of girls should appear on the program, act as ushers, or prepare and serve the food in order that they have the feeling of belonging.

Dress and manners—

Girls need to wear clothes appropriate for the occasion. Correct introductions and qualified conversation should be practiced.

Records—

If records are kept each year, plans for the succeeding year are simple.

Good fellowship—

The girls must show courtesy and appreciation to the principal, faculty advisers, members of the student committee, and the custodians.

Looking Ahead

IN AN issue of the "Athlete" was listed some of the excuses for crowd misconduct at high school games. In anticipation of better years ahead we list some suggestions here that may be worthy of consideration:

1. *A Sportsmanship Trophy.* Several counties report this as well worth the work involved.

2. *A Campaign by local Sports Editors and Broadcasters.* They go "all out" for Sportsmanship and Fair Play in many localities especially if the school authorities ask for cooperation. However, a worth while Public Relations program seems to be a neglected phase of a grand opportunity in many other localities. It would not be to our credit if the press and the radio should have to assume the initiative in a school's educational program.

3. *Play your games behind closed doors.* It is reported that one entire county in a neighboring state has decided to play its basketball games in the afternoons with the public excluded. In another neighboring state, several schools contemplate the same procedure. That idea has been given consideration by sev-

eral Ohio schools. What a community in so-called civilization!

4. *Arrest, fine, or jail malefactors.* This measure has stopped short any evidence of hoodlumism in several centers. Unfortunately, the local hoodlum at high school games is sometimes a Board of Education member or a member of the faculty or a local doctor or (believe it or not) the town marshall. That makes it tough on the school administrator. It is easy to say, I'd rather be right than to be president" but some people do say it and mean it.

5. *Cheer Leader Clinics.* Maybe county-wide — maybe league-wide — possibly state-wide. Our personal appraisal of the sportsmanship at the 1949 Basketball Finals is "Excellent." You can always count on the teams and the pupils. In one of those last six games, a remarkable thing occurred. The partisans for one team started booing the officials. Like a flash the cheer leaders for that school were on their feet frantically waving their megaphones for silence—and like a flash, they got it!

6. *Welcome your visitors.* They are your guests. Beat them if you can do so fairly but—they are your guests. Remember the Texas Superintendent of School "A" who took his gang to School "B" and there was met by the pupils of School "B." The superintendent and his gang wore buttons and bows reading — "BEAT SCHOOL B." The School "B" youngsters wore badges reading "WELCOME SCHOOL A." The superintendent states that he learned a lesson that day.

7. *Your Booster Club.* What a God-send that may be and what a mill stone round the necks of the youngsters it has sometimes proven to be even to suspension. It all depends upon leadership and that leadership, for the welfare of your school and community, had better be in your school's office. Don't waste your time worrying about big name high school Booster Clubs being off-side. Those clubs work so close to the superintendent and principal and this office that they lean backwards. The club you should worry about is yours.

8. *Drunks and Gamblers.* Just how tolerant must America be? What some communities practice speaks so loudly that the youngsters can't hear what the teachers teach. It is about time that school

people assert themselves in many ways. One of those ways—oust the drunks and known gamblers from your high school games. It may mean your job.

9. *Officials.* They are a much maligned lot. The schools themselves select them and then, some of the schools (if they lose) cry their eyes out and howl to high heaven—in utter disregard of the vaunted sportsmanship and fair play the principal and coach and other faculty members theorize about. Bob Fitch of George Trautman's office (American Association of Professional Baseball Clubs) states, "The umpire is as much a part of the game as are the competing teams." Let's be honest. Tell the community "we" approved these officials—if you don't like them, blame us.

10. *At-the-Game Broadcasters.* Don't call the plays as you see them. The officials are official so far as decisions are concerned and you know that your angle is deceptive. For example — football, your view and the pictures show (1) "he was out of bounds," (2) "he interfered," (3) "it was not a touchdown." Why have we not taken time and money to prove you a badly located judge of actuality, we'll never know but we do know that we can prove for example, on Ohio State's field (1) he was in bounds by two feet, (2) he was not within two yards of the man you accuse him of interfering with, (3) he definitely had a touchdown by a foot. Some so-called "big shot" broadcasters rant and rave. Most of us who actually know the game are more concerned with facts than with opinions. It is possible that your clientele does not know the game and so assume your bias. If so, that is bad for sportsmanship.

11. *Your Coach.* Less than two months ago, we heard in Wheeling this statement from a last year's West Virginia College coach, "The spectators generally take their cue from the coach. He, by his antics, more than any other individual inflames the crowd to acts of disorder."

12. *Game Contracts.* While we are on the subject of sportsmanship and the educational desirability thereof to which all school administrators subscribe, just why should we have a half dozen or more "home and home contracts" each year filed in this office for settlement after the first game has been played. Don't sign con-

tracts unless you are determined to fulfill them.

Well, we've mentioned a dozen possible causes or cures for disorder in interscholastic athletics. You who are actually on the job know of at least another dozen. Interscholastic athletics is not a by-product of the educational process. It just has to be reckoned with and seriously by the

men and women who know American ideals best.

Don't let wholesome youngsters pay the penalty for adult shortcomings if you can help it. Get that community of yours back of a fair play program. You can count on the pupils. Just how much influence do you have in adult circles? It is a community problem.—Editorial in *The Ohio High School Athlete*.

Try a Hill-Billy Wedding

WITH the suggestion of a hill-billy wedding, the laborious task of planning an assembly program was turned into an exciting activity. A new idea had been presented by a member of the tenth grade home room in Elkhorn High School, Switchback, West Virginia. The necessary committees were organized and the planning began. Everyone of the thirty-five pupils participated. Their imagination, skill, wit, and humor were put into action. At the succeeding activity periods, ideas and experiences were pooled. Several visits to the library were made to learn about a new folklore. Geography and sociology books were examined, and a consultation with the local minister was held. At the third activity period, the committees were ready to report. The chairman of the Casting Committee listed on the blackboard the following cast that would be needed:

1. Inviter (announcer) to invite the school to "The Hitchin' of Ollie-Mae and Zeke of Elkhorn Hollow"....
2. Minister
3. Bride (tallest girl of the group)
4. Groom (shortest boy of the group)
5. Father of the bride (a short boy)
6. Mother of the bride (a tall girl)
7. Father of the groom (a tall boy)
8. Mother of the groom (a short girl)
9. Maid of honor
10. Best man
11. Bridesmaids (as many as volunteer)
12. Ushers for the bridesmaids
13. Ring bearer (a short girl)
14. Musicians (fiddlers to learn some mountain tunes)
15. Singer (girl to sing "I love you truly")

Within a few minutes the volunteers had

ROSENETTA JOYE MERVIS
*Graduate Student,
University of Pittsburgh
Pittsburgh, Pa.*

filled the complete cast.

The cleverly written script was read by the chairman of the Script-Writers Committee. This had been pasted into a large book to be read by the minister. Each cast member was handed a slip of paper, instructing him how and when to march down the aisle.

Each member of the bridal party was instructed by the Costume Committee to wear any "get up" he wished. However, the following suggestions were made:

1. Patches could be sewed on old clothing.
2. Wearing of shoes would be voluntary.
3. An old curtain could be used for the bride's veil.
4. The bride's mother could wear a complete black outfit, and carry a wet towel to dry her tears while walking down the aisle.
5. The bride's and bridesmaid's bouquets could be made out of weeds and wild flowers.

Sufficient music talent was discovered through a complete survey of the Music Committee. Several mountain tunes and the wedding march were already being learned.

By the next scheduled activity period, the home room was ready for a rehearsal. After the wedding ceremony had been performed, questions and suggestions were directed to the respective commit-

(Please turn to page 143)

ASSEMBLY PROGRAMS

for January

First half of the school year is drawing to a close. Immediately after the holidays, classroom procedure includes reviewing and completing of units of work in preparation for semester's closing. It is during this time that various of the departments not already introduced to the student body may well be presented in assembly programs. Many times such presentations cause increased interest in departments which are not the spectacular ones of the curriculum.

Usually the required subjects seem to lack the glitter which surrounds the elective courses, and their real worth is not seen by the average student. It is only fair to show the interesting side of each department so that those courses take on new luster for the high school student who finds anything different and new to him interesting. All subjects are interesting and have appeal for students enrolled in them if well presented.

January 2-6

English Department in charge

For this program, students from all English classes may be used or those from a given class, if that will provide better time for preparation and production of the skit to be presented.

Two of Shakespeare's comedies lend themselves to production for this sort of program. The lines are easy, the costuming easy, and the setting simple. These two plays are "Comedy of Errors" and "The Taming of the Shrew". The following plan has been tried and found to be good from the standpoint of production and audience appreciation.

Either play has several short scenes which lend themselves to cutting yet maintain their spice. Students like to choose which of the scenes they would like to produce. A stage manager should prepare an introduction for the scene, either acting as the old Shakespearean stage manager did or as a narrator leading into the story of which he is not a part.

Modern dress shows how the lines of Shakespeare have not become dated but maintain their humor even though the language is different. It is possible to use modern English too, which sometimes is entertaining for the participants. Costumes of the period may be se-

IRENE GRAY

*Grand Junction High School
Grand Junction, Colo.*

lected from the Dramatics department wardrobe. The choice is optional with the student.

The stage is easily improvised. Up stage, center, is a door. Use either the cyclorama or a natural door in the wall. To stage right and left, signs point to, in "The Comedy of Errors" for example, the Inn and the School. These signs placed well up stage leave room for entrances right and left to the wharf and to the town. Furniture used, such as a chair, benches, and the like are placed by the stage manager between scenes.

Outline of the program:

Presentation of the flag . . English Department Students

Introduction of the stage manager . . Student Body President

The Skit

Summary remarks Stage Manager

Why study Shakespeare?

The newness of the Old Master

Such is much of the other literature which it is required of us to read.

Old English Ballad . . . Old English Quartette. Choose any of the old ballads. This is a good way to use some of the early ballads which are found in our English literature.

January 9-13

Mathematics Department, aided by the music department, in charge

A small instrumental group may serve to illustrate the use of mathematics in music. They may illustrate how they use mathematics in reading music, in keeping time, and in syncopation.

It would be wise to illustrate the first two, reading and keeping time, by the use of simple melodies which are familiar to all. This may well conclude with the playing of one or more of these or a medley of all. One music director successfully used the melodies of Stephen Foster, as he had a splendid medley which was simple and easily prepared.

The third type of use of math in music can be worked out instrumental division by division,

concluding, as did the first selection, with the playing of the entire selection.

For this type of program, it is well for the instructors of both departments to take an active part in the preparation of the program. A good narrator is essential, and he should have his narration flexible enough so that it can be lengthened or shortened as the need requires. In fact, his is actually a demonstration speech.

One note of caution should be given to a department doing this sort of program. Start early and practice each part separately and together many times. In our busy school lives we are apt to find rehearsal times difficult, and so it may be wise to consult the schedule and use a mathematics class which meets when the music group is in rehearsal or class. In this way vital time might be saved.

Outline of program:

- Presentation of the flag.....Math and Music Students
- Introduction of participantsStudent Body President
- Illustration of Math in Music

January 16-20

The following program as outlined need not require many rehearsals of the entire cast. Each department may go ahead with its share in the program and put the parts together a day or two before the program is scheduled for presentation.

Taking the work of each department separately, the program is presented for preparation by the assembly committee. There is much for the Social Science Department to present which is different and which shows some of the current world history that it finds most intriguing in the classroom. The Language Department has much to choose from by way of song-and-dance which will be entertaining for the audience.

An idea suggested for the Social Science Department is this. Present the work of international traders. This may be accomplished by phone calls which illustrate the use of national moneys of account and may well show that relationship to the use of their own money within their own countries. Traders from England, Holland, Germany, France, and Russia can well be used. Each is seated at a table with a telephone close at hand. The table should be covered with folders and such, so that it appears to be the desk of a busy executive. Behind each trader should be the flag of his country. Each should have worked out his own dialogue so that he gives an understandable account of the requirements he must meet to trade with Amer-

ica. These dialogues may be the product of committees and only presented by this one person on the program. Some may prefer to dictate letters to their secretaries. The method of presentation is optional.

In planning this Foreign Trade Program, the department may seek the aid of the Art Department in making flags for the represented countries. One school preparing such a program, asked the Art Department to make a large background piece, a map of the world. Then they strung a ribbon from the table to the country which it represented. Small flags of the country were placed on the tables.

At the conclusion of the entire skit, or within the program, the Language Department may present folk music and dances. These, in colorful costume, lend variety to the program. Such numbers as a Mexican Hat Dance, a French Can-Can-Dance, or Folk songs from various of the other nations make good numbers to include in such a program.

Outline of the program:

- Presentation of the flag....Representatives of the Departments
- Formal introduction of "Foreign Trade"
- The skit:

Englishman calls American broker
Dutch Merchant calls Dye Merchant in New York City
German Industrialist calls International Harvester Company, U.S.A.
Russian Manufacturer calls England and then the U.S.A.

This will show that the Russian Ruble differs from the pound as devaluated but is the same in its relation to the American dollar.

French Can-Can-Dance may be inserted in French part of the program.

Concluding remarks by chairman concerning trade on Continental America.
Mexican Hat Dance

January 23-27

Industrial Arts Department in charge

In every school, the Industrial Arts Department helps in the construction of articles needed and required by the other departments. It also serves individual students in helping them to make bits of furniture, bird houses, lawn furniture, and the like for their own personal use. Whatever its present project, one is certain that it is some service for someone outside its own walls. So this department deserves public appraisal and publicity.

One school used the judge-and-jury type pro-

gram to judge the worth of such a department in their already over-crowded building. The Judge, who actually was a sort of discussion leader, was prepared but the jury was selected from the student body at the opening of the assembly. The Industrial Arts Instructor was on the witness stand, and as he began his narration of what his boys were doing, the dialogue was taken over by first one and then another of the students enrolled for Industrial Arts, and each presented some project in which he had a part. At the close of the program the jury returned a favorable verdict amidst the cheers of the student body.

Outline of program:

Presentation of the flag.....Department Leaders

Judge asks for the picking of the jury
Student Body President picks at random from the audience 12 jurors and an alternate.

Instructor summoned to the witness stand, questioning begun by the "lawyer", member of the student council.

Interruptions:

We made the framework for the backdrop for the Drama Club play in January. In April we built the elevator used by the Seniors in their play.

Wait a minute, long before the holidays we had made map racks for the Social Science Department.

Make-up table for the Drama group
Picture frames for the Art Department
(Many more examples)

Hobbies presented:

Leather tooling
Copper work
Woodwork

(Here again many other examples)

Decision of the Jury

PHOTOGRAPHY AS A HIGH SCHOOL CLUB

(Continued from page 118)

at a time, not including the dryer. Teamwork in a darkroom can be of the highest type. The club can be open to both boys and girls, but usually only boys will have sustained enthusiasm. It should not be restricted to a given class, but may well include participants in all high school grades.

The writer would also emphasize that expensive cameras are not needed. Several \$5,000.00 national prize winning pictures have been taken with ordinary box

cameras. The size and muscular development of the participant is of little concern. If the lad makes a good picture it will stand on its own merits.

Correlation of the Club's Activities with In-Class and Extra-Class Work.

The activities of the camera club may be worked into any phase of school work imaginable. The social science classes would have their work enlivened by a few enlargements of a field trip to frame and hang in the room. Safety programs would be brought home more sharply with a few well-captioned enlargements of dangerous practices. Newspapers gladly accept suitable pictures (not less than 5"x7" size) of special events, football and basketball teams, and other "spot news" pictures that they cannot always get themselves. The hobbyist can snap a few pictures, go into the darkroom and have prints ready to send out in less than two hours.

If a school annual is published a great saving in money can be effected aside from the tremendous boost in school spirit if the camera club makes the group pictures for the publication. It should be emphasized, however, that credit should be given the hobbyist whose picture is selected to go in the publication, and he should get a nominal payment that would more than cover his expense in films, paper and chemicals. Pictures accepted by newspapers ordinarily are paid for by the newspaper and the pupil making the picture should receive the entire amount.

Photography is a valuable type of club activity for a high school. It has been the experience of the writer that those pupils who evidence an interest in photography and get started in the hobby are better students than they were before. Strangely enough, they are not always the brightest in academic subjects nor the most enthusiastic "bookworms." Proficiency in the hobby is not always in positive correlation with their grades in English and Math. Often the contrary has been true.

One boy who had an I.Q. of 90 and was very poor in academic studies proved to be the quickest at learning darkroom techniques of the entire group in the club. He is at present seriously considering photography as a means of livelihood. One may well wonder how many high school freshmen discover a potential profession in his algebra classes.

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News Notes and Comments

"The Homeroom in 215 Texas Secondary Schools," by J. W. McFarland and J. G. Umstattd, is the title of Research Study Number Seven of the Texas Association of Secondary School Principals, Austin, Texas.

Early registration indicates a record attendance for the annual conventions of the Speech Association of America and the American Educational Theatre Association, scheduled for December 28 through 30 at the Stevens Hotel, Chicago. Delegates of these national groups, representing many parts of the nation, will convene for a three-day program of addresses, panel meetings, and discussion groups touching upon a wide variety of speech and theatre problems.

COURT ACTION DROPPED

According to an item in the November number of *TSSAA News*, a Tennessee high school that had been suspended because of a mob attack by spectators on game officials brought court action against the State High School Board of Control. A temporary injunction was granted, but other high schools refused to play games previously scheduled with the school in question. The injunction was then dissolved at the request of the parties who had filed it.

Dr. Harry C. McKown, Editor of *School Activities*, and Dr. Gerald M. Van Pool, Director of Student Activities, National Education Association, served as counselors at a series of student council conferences held recently in seven centrally located cities of Kansas. These annual conferences are a part of the program of the Kansas High School Activities Association.

NEGRO HISTORY WEEK

Negro History Week will be observed February 12 to 19. A kit of pamphlets and supplies to aid in planning this observance can be had by writing C. G. Woodson, Director, 1538 Ninth St., N. W. Washington, D. C.

Sixteen hundred and fifty high school journalists attended the 25th convention of the South Dakota High School Press Association at South Dakota State college Saturday, October 8.

A SCHOOL PLACEMENT SERVICE

"Don was a recent technical graduate of Cen-

tral High School, Baltimore. He had done well in his studies, he had liked his work and he had made good grades, especially in mathematics and drafting. But he was no book-worm. He was captain of the football team, vice-president of the student council and teller in the school bank. Somehow he found enough time to be an assistant Scout leader and was president of the youth group in his church."

So writes Katherine O. Nichols in "One Bridge Between School and Work," in the November issue of *The Maryland Teacher*, describing the School Placement Service of the Baltimore Schools.

Secretaries of the high school athletic associations of Michigan, Minnesota, and Wisconsin have issued the results of a joint study of the causes of football injuries. Copies of the report are available from the offices of any one of the three associations.

RED PENCIL F.T.A. CLUB

Red Pencil is the name chosen for the Wyoming Chapter of Future Teachers of America. The name was selected because of the little red marks teachers like to put on students' papers.
—*Wyoming Educational News*

In the November number of *Ohio High School Athlete* appears a comprehensive report of Harriet Fitchpatrick, Director of Girls' Physical Education, Cleveland, to her superintendent on "Physical Education for Girls". This article sets forth a modern concept of this phase of education.

A Christmas tradition at Gage Park High School, Chicago, provides for a complete mail service. Christmas seals are the "postage stamps" used.

Illustrated instructions for mounting yearbook photos are given in the current number of *Scholastic Editor*.

OPERATES A TEEN TOWN

The Monett (Mo.) public school system has for the past six years operated a Teen Town in one of the elementary schools. Due to increased enrollment and the need for more room the Teen Town program will now be conducted in the

American Legion Hall, which is furnished free by the Legion members.

Students of the public school meet at Teen Town one night a week under the supervision of teachers of the school system. The board of education sponsors the project and pays the teachers for their supervisory work.

—School and Community

"An Experiment in Citizenship-Building" by Marguerite Carroll and Genevieve D. Storey, in the November number of *Elementary School Journal*, tells of an effective way of combating racial intolerance and other causes of friction among pupils.

A feature of the Christmas season at Whitehaven (Tenn.) High School is a F. F. A. auction of poinsettias.

Here are two grand books for young people, **HOW YOU DRESS AND LOOK**, and **MANNERS MADE EASY**, both just published by McGraw-Hill Book Company, 330 West 42nd St., New York 18, N. Y.

Although **HOW YOU DRESS AND LOOK** is designed to meet the needs and problems of

girls taking a first course in clothing instruction, it will be of value to any girl interested in dressing and looking attractive. Its clear and simple style, numerous photographs and drawings, suggested visual aids, and lists of "other things to do," combine to make this an intriguing volume. A good book, too, for the Sewing Club.

MANNERS MADE EASY is a delightful and practical presentation of a most important topic to all teen-agers. It is more inclusive than the usual parents-table-school "manners book". Its style is friendly and informal; its material will be easily understood—and capitalized. Attractive illustrations, "Rate Yourself" quizzes, and suggested correlated filmstrips also help to present the what, how, and why of social usages in a down-to-earth manner that will appeal strongly to both boys and girls. Another good club book.

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How We Do It

ILLINOIS PAGEANT

Of special interest to both students and parents would be an assembly like the "History of Illinois" pageant presented at the East High School of Aurora. Below is an account of the program written and performed by the students of the advanced drama class, with the guidance of the teacher.

Dressed in colorful 1860 costumes, two narrators at microphones in front of the act curtain opened the program with a short introduction on the settlement of Illinois, "the cross-road of a nation". Each scene was introduced with a short explanation, while the simple scenery for the next scene was being changed behind a gauze curtain.

The first scene showed three groups of Indian warriors, who depicted several types of ceremonial dances. Original Indian music was used to set the mood.

The coming of the first white man was portrayed by two boys dressed as Joliet and Marquette. Seated behind the form of a canoe, they sang "Sur le Pont" as they rowed down an imaginary river. A group of boys, back stage, joined the song on the last chorus.

A very dramatic scene was presented next, in the form of a story told by a lone Indian who had escaped from death at Starved Rock. Gathered around him, listening to his dreadful tale, were several Indians from a neighboring tribe.

Based on an authentic story of the French and Indian War, a battle scene between the Illinois ranger, Tom Higgins, and three Indians was reenacted by four boys, dressed in appropriate costumes.

The next scene showed Abraham Lincoln giving his famous farewell address to his friends from a train platform at Springfield. We were lucky to have a boy who looked very much like Mr. Lincoln. With the aid of a beard the boy was very striking in his resemblance.

From Springfield the scene changed to another, but smaller, crowd scene, which depicted the opening festivities to celebrate the addition of electric street lights to our own town. A boy, dressed as our first mayor, dedicated the new system of lighting by delivering a speech to his home town people.

The clanking of steel and the tune of "I've Been Working on the Railroad" was heard next,

as a group of on-lookers watched two men laying the first railroad tracks.

Next the homecoming of a World War I soldier was revealed through pantomime. The wife and two children were awaiting the soldier, who could be heard in the distance, whistling "The World is Waiting for the Sunrise". Finally the family were shown united. These scenes were accomplished through use of spotlights.

Humor was injected into the pageant by the next scene, which showed a sewing circle of women talking about their newly acquired right to vote. The women also discussed the current news of the town, until the arrival of the hostess's husband and children.

The last scene was divided into two parts to show the two distinct parts of the Chicago World's Fair of 1933. The first part showed the gay, colorful side of the fair with its flower vendors, balloon sellers, side show barkers, lovely Egyptian dancing girls, and gaping crowds.

The second part portrayed the lighting of the World's Fair from the star Arcturus. Two scientists were shown manipulating machinery. With a signal from the narrator the stage lights were turned on as a rousing shout went up from the crowd of spectators on the stage.

As an effective finale, all the participants came back on stage and sang the state song "Illinois".—LULU BREDLOW, East High School, Aurora, Illinois

WE OFFERED LOLLYPOPS

With "names make news" as a working philosophy, the journalism class at Hopkins high school set out to make its current issue of the school paper the newsiest of the year. Published during the lull between the close of winter sports and the beginning of spring, the feat was really an accomplishment. Their goal—the name of every junior and senior high student in one issue. This meant over 750 individual names!

Prominently displayed was the offer of a big fat lollypop to any student or teacher whose name couldn't be found in the news columns. This challenge to both the newspaper staff and the student body made the week an active one. Everyone had to be made the subject of news. Truth had to be adhered to, and so it became the job of reporters to find out newsworthy facts about even the most obscure and retiring stu-

dents. Several came to claim their reward, but found they had not looked carefully enough. The net result was an eight-page issue filled with news and advertising and not one cent paid for suckers.

An aftermath was a sucker party given by the adviser for the staff. The project proved profitable to everyone concerned.—CARL FOWLEY, Hopkins, Minnesota.

A LIVE SCIENCE CLUB

The Seaman Science Club of Seaman Rural High School, Topeka, Kansas, was ready when the atomic bomb exploded on a world at war. The club had been functioning for several years and promptly revamped its program to encompass atomic energy as soon as information was available. This year's program included an authoritative discussion of the atom.

The club has more than doubled its membership and is proving one of the school's most popular activities. Mr. Robert Scholes is faculty sponsor and devotes about two hours a week to the club's activities. Elective officers are president, vice-president, secretary, treasurer, and program chairman. The elective officers constitute an executive board.

The executive board conducts student poll at the beginning of the semester and bases its schedule on results of the poll, modified by availability of qualified speakers. Last year's subjects included a demonstration of fingerprinting and scientific crime detection, a visit to a natural history museum, an inspection of a biological supply, and a firearms demonstration.

As few restraints as possible are put on the club. Students secure their own speakers and introduce them. Business sessions are held to a minimum. Student-conducted demonstrations are used occasionally, but are not allowed to be a mere repetition of classroom experiments. Student speakers are acceptable if they have something to offer and are sufficiently versed in their subject.

Science Club membership is not limited to science students. Dues are kept down to thirty-five cents a semester. The best source of program material seems to be civic authorities. State departments such as fire marshal, weather bureau, bureau of investigation, and state highway patrol are very cooperative and can usually supply speakers and demonstrators who do not talk-down to students. Meetings are scheduled every three weeks to allow ample preparation, and an occasional all-school assembly is sponsored by the club. Science Club members compete for scholarships in the Westinghouse Sci-

ence Talent Search and in the Eastman Photo contests.

Parts of the Science Club's success comes from the classroom procedure used. Science students deliver five-minute speeches periodically and are evaluated by the class according to a student-prepared evaluation sheet. Speakers are scored on such points as arrangement of material, accuracy of data, application to course, interest, and thoroughness of preparation. Delivery is scored on grammar, poise, effectiveness of expression, and speech habits.

Interest in the club is demonstrated by the frequent appearance of science club material in English themes. Material presented at club meetings crops up in mathematics, civics, and history courses as supplemental or coordinate information. The emphasis of science on cause and effect relationship may carry over into other academic fields.

High school science must necessarily be generalized; the science club can supplement classroom work with specific and semi-technical information. Curiosity about the mechanical medley that surrounds us today is a healthy sign, and the science club can go a long way toward satisfying that curiosity and preparing students for citizenship in our power-conscious society.—BYRON C. SLAWSON, Seaman Rural High School, Topeka, Kansas.

JUNIOR HIGH GENERAL COUNCIL


Alice Robertson Junior High School successfully experimented in a new form of student organization in 1948-1949 about which we would like others to know.

Organization

The student body organization consisted of a Representative and a General Council.

Representative Assembly

1. The Representative Assembly shall be composed of one member from each homeroom in the seventh, eighth, and ninth grades.
2. Each homeroom shall elect one representative and one alternate to be a member of the Assembly.
3. The alternate shall attend in the absence of



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the regular member.

General Council

1. The General Council shall be composed of seven members consisting of a president, a vice-president, a secretary, treasurer, and three members from the Representative Assembly chosen from the seventh, eighth and ninth grades respectively.
2. The president and secretary shall be nominated from the 9th grade and shall be elected at a general election by the entire student body.
3. The vice-president shall be nominated from the 8th grade and shall be elected at a general election by the entire student body.
4. The treasurer shall be nominated from the 7th grade and shall be elected at a general election by the entire student body.
5. The Representative Assembly shall choose three members from the Assembly to serve in the General Council. One of these shall be chosen by the seventh grade members of the Representative Assembly. One shall be chosen by the 8th grade members of the Representative Assembly, and one shall be chosen by the 9th grade members of the General Assembly.

To be a candidate for election to an office in the Representative Assembly or the General Council a student had to meet certain qualifications:

1. He must have a grade of B in citizenship in all classes.
2. He must have satisfactory rating in all academic work.
3. He must obey the regulations of Alice Robertson.
4. He must cooperate with the Junior Patrol, his homeroom officers, all students of Alice Robertson, and the teachers.
5. He must be willing to give freely of his time to serve his school even though it means inconvenience to him personally.
6. He must conduct himself at all times both at school and in the community in a way that will reflect favorably on Alice Robertson.
7. He must have the respect of his classmates.
8. He must be willing to accept criticism and suggestions and if he fails to observe these standards he will be subject to removal from office.
9. He must remember that he is only a representative of the student body and has no special authority, rights, or privileges.
10. He must refuse to be influenced, led or directed by any group or organization other

than the groups he has been chosen to represent.

11. He must be present at school at all times except in cases of emergency which are recognized as excusable absences.
12. He must have leadership ability and be capable of speaking and presiding at public meetings.

We feel this was a very successful organization. It resulted with close contact of each student—supplied the needs of more students. It was more democratic—created a better school spirit—instilled within the ninth grade a consideration and interest in the seventh grade and added a mutual understanding and appreciation of the three groups, seventh, eighth and ninth. It established a feeling of understanding, friendship, and cooperation between students and teachers and students and administrator.—Mrs. J. H. WHITSETT, Sponsor of General Council, Alice Robertson Junior High School, Muskogee, Oklahoma.

JUNIOR CLASSICAL LEAGUE

Our league, which is a very active organization of our high school, is composed of 101 members. Our colors are blue and gold. We have a gavel which was made by one J. C. L. member and a flag made by another.

We have pen friends in Texas, Hawaii, California, Virginia, Minnesota, and Italy. Latrobe High's J. C. L. is the only foreign club mentioned in the Texas booklet of "Pen Pals."

Latin Week highlights Junior Classical League activities. Last year an essay contest of 500 words on the topic "Influence of Roman Civilization on the Modern World" was conducted. Prizes were \$5.00 and an invitation to the Latin Banquet held February 16. All festivities started with the motto "Bank on Latin; its interest grows and grows." For weeks committees were busy with preparing "Apollo" bookmarks, chariot favors, candle holders, sculpturing bust of Apollo for centerpiece, and painting a beautiful large Roman chariot and boar for additional centerpieces.

On February 16, the banquet was held. More than 100 guests were present. The theme was "Apollo and the Muses." An 8 mm. moving pic-

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ture was taken of the affair.

Apollo and his choral group of nine muses came tripping in a Congo line. Apollo seated himself. His company grouped themselves about him. He extended greetings, after which each nurse presented an original humorous history of herself. Clio gave the history of the Muses. Calliope gave a parody on Vergil's Aeneid. Erato recited a love poem. Urania sang "Mica, Mica Parva Stella." Polyhymnia sang the Ave Maria. Melpomene and Thalia recited tragic and comic poetry. Enterpe played the piano; Terpsichore gave a ballet dance.

After partaking of a good repast, the Junior Classical League song was sung; the officers were presented with gifts; and some of the beautiful blue and yellow flowers that decorated the table were sent to a sick member at the local hospital.

All directions were given in Latin by the consul; America and the Allegiance to the Flag which preceded the dinner were recited in Latin. —ADELINE E. REEPING, High School Latin Teacher, Latrobe, Pa.

A MUSICAL VARIETY PROGRAM

My most interesting experience in assisting in a group activity was this past spring when our Girls' Glee Club staged a musical variety program. The school was small and all extra-curricular activities were conducted on a purely voluntary basis. The year before, I had consented to direct a girls' glee club because of a request from the girls themselves. As room space and facilities were limited, there was no music included in the regular curriculum, and rehearsals were held after school bi-weekly. Although the girls had opportunity to sing during the intermissions at class plays and other programs, they needed a chance to put on their own program and use the songs we had been working on. The school superintendent approved my plan but warned me that the community was not very music-minded and were not very apt to "turn out" for such a program.

The suggestion for such a program was enthusiastically taken by the girls, and they were all anxious to cooperate. They were divided into various committees to take care of stage decorations, programs, and tickets, so that each one felt she was making her own particular contribution. The programs were made by girls in my Office Practice class, giving them experience in setting up programs and using the machines which we had studied in class. I might add that the stage decorations committee had a particularly difficult job, as the stage was portable and had to be set up in the gym for every occasion on which it was needed.

However, on the night of the performance the old gym was transformed into a veritable playhouse, with gay-colored notes sprinkled here and there on the curtains; a large song book constructed of heavy cardboard by one of the girls hung above the stage; white paper chair backs covered the unsightly old brown chairs, and the girls themselves were adorned by pastel shade formals. The program was truly one of variety, including glee club numbers both semi-classical and semi-popular, accordion solos, piano solos, a musical dramatic reading, trio numbers, and various other performances. The most amusing part of the program was a sketch built around the currently popular song "Hugin' and Chalkin' ". It was made even funnier by the fact that the extremely slim girl whom we had padded to make look as though she weighed 303 pounds tried, just before she was to come on stage, to get through too narrow a space and had gotten caught on a nail, causing a long rip which revealed some of the pillow stuffing. But, according to the old saying, the show had to go on, rip and all.

Although we incurred no expenses which were not met by the school, we decided to charge an admission fee of thirty-five cents — for two reasons. First, to give the program an air of dignity and a more professional atmosphere which is often lacking in a free program; secondly, to establish a fund which could be used by the glee club in future activities. Although forty dollars may not sound like great profits, the girls were proud that they had prepared and produced something which had really proved lucrative. We were also surprised and pleased by the good attendance in that "un-music-minded" village.

As an example of their enthusiasm and cooperation, I will relate the following incident. Just after we had begun practices for our program, I contracted a strep infection and missed three weeks of school. Since no one took my place and it was late in the spring, I decided we would just have to give up the idea for that year. However, when I returned to school the week for which the program had been scheduled, I was immediately confronted with such questions as, "Are we going to practice tonight?" and "When is our program going to be?" Since I had three

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weeks of my class work to catch up with, even more of the responsibility was shifted to the pupils which they gladly accepted and came through with a very creditable program.—CATHERINE HILL, Social Studies Teacher, Battle Creek, Michigan.

CLUBS VISIT INDUSTRIES, MUSEUMS, AND EXHIBITS

With the aim of becoming acquainted with institutions and places of interest in the city, many of the clubs and organizations of Lincoln High, Cleveland, Ohio, are making visits to industrial plants, to museums and to exhibits.

Learning through observing on these trips, pupils add materially to their education. They gain practical knowledge and became acquainted with the cultural opportunities of the city.

Visits to the Art Museum, the Cleveland School of Art, the Scholastic Awards Show, the Artists Show, etc., enabled members of the Graphic Arts Club to compare the styles, media, and methods of the artists whose work was on display.

Though the Biology Club saw most of the exhibits at the Health Museum recently, the members are already planning another visit. The Health Museum of Cleveland is an unusual institution, the only one of its kind in America.

The Physics Club recently visited the television station, WEWS, where members saw a program and learned something about television.

At the city waterworks, the Chemistry club observed the method of purifying water.

The Reporting Club made a tour of The Cleveland Press.

At the Historical Museum, girls of the Activities Council were much interested in the trends of style through the ages as revealed in the exhibit of women's gowns.

The Hobby Club plans a trip to Pittsburgh to visit a number of interesting places and exhibits in that city.

On the trip to the Bell Telephone Building members of the Commercial Club found out the job opportunities and requirements of the company.—STAFF OF THE LINCOLN LOG, Lincoln High School, Cleveland, Ohio.

JOINT PROGRAMS REDUCE TEACHER BURDEN

At the Ft. Lauderdale, Florida, High School, we plan our cooperative programs in such a way as to draw on the work and activities of many departments and groups, so as not to place an undue burden on any one person. For example, in the Memorial Program, which was mostly musical, the speech class gave a choral reading and trained the readers of the dedication and prayer.

The Key Club handled the invitations to parents, and performed many other duties connected with the program.

At Christmas time, we invited the Art Class to make the windows, do the decorations, arrange for the display, etc. This group in turn secured the help of the Manual Arts Class in handling the lighting.

The giving of co-operative programs is one means of unifying the school. Such programs give small groups a chance to participate and feel that they have a part. In assembly programs, particularly, all units of the school should be co-ordinated. Most programs, in order to represent the entire school and not just some particular group, must draw on many resources and units of the school.

One essential of co-operative or joint programs is that they must be planned well in advance of time of presentation. Too many teachers request help of others at the very last minute and by doing so, lose the educational value derived from well-planned, well-organized programs that include several groups. Another word of caution — don't look too much to the English and Music teachers for sponsorship of programs.

In many high schools it is a common practice to call upon the Music and English departments for at least a part in almost every program —

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often on only a few days notice. Teachers of these departments always have a full schedule of their own. And too, good help from other departments is a welcome addition to most activity projects and it is good for everyone.—Naomi A. Keast, Director of Music, Fort Lauderdale, Florida.

WE MAKE THEM FROM CORKS

Our second project in art this year was to make and dress cork dolls. When we were asked if we would like to make cork dolls, I thought it would be a lot of fun and maybe help me learn more about carving. Everyone else seemed to think he would enjoy it, too. The boys are already getting ideas about how to dress the dolls. When we started them I found that they were going to be fully as interesting as I had thought.

To make a cork man, you must have at least four small corks, three or four large corks, and about two medium-sized corks. You will also need a straight pin or an ice pick, a razor or a sharp pocket knife, sandpaper, pipe cleaners, and glue. There are fifteen parts to the figure. The head, which is made like a skull, is rounded off with a razor or knife. The chest is rounded off into an eggshape. Then the trunk, which is the last of the three big parts, is made by cutting off part of the top of a one or one-and-one fourth inch cork and then rounding it off.

Next you take two medium-sized or large sized corks and cut them into fourths. Then stick an ice pick or compass into the center of a piece and round it off. Do this to each one. The last parts of the cork dolls are the feet and hands. You make them out of two small corks. Hands are ovals made in proportion with the rest of your doll. The feet are small square blocks with pieces cut out of the front to form toes.

The head is joined to the chest by glueing a piece of pipe cleaner to a small hole under the chin and a small hole in the middle of the chest. The chest and trunk are joined in the same way. A pipe cleaner is pulled through two different parts of the arms and legs, then cut off at a desirable length. Then holes are made at the top of the hands and the arms are glued in.

In carving, you must be sure to cut away from you or your fingers will be cut instead of the corks. When finished, your cork doll should be rounded and very smooth. You do this with sand-paper. Also, you should be able to bend the arms and legs into any position.

After most of us had finished making our cork dolls, Miss Smith suggested that several of us get together and make a display. Naturally some of the boys wanted a jail break and others a rodeo. Almost all the girls wanted a tea or a fashion show, and so a tea was finally decided

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upon as our main project. Four girls, Betty Taylor, Marcia Gibbany, June Fisher and myself, were in charge of the tea. We chose the colors: purple, gold, and white for the background. We found white curtain material. While rummaging through some drawers, we came upon some beautiful gold material, which we used for draperies forming an imaginary window. We borrowed a purple couch with light violet pillows. We put it in front of the large windows. Then we found a buffet with a tea set. At the top of the buffet were two candle holders with gold candles placed far apart. In back of these was placed a purple framed picture which looked surprisingly pretty. We had a green and gold chair on each side. In front of the couch we put a small white fur rug. This with six dolls was plenty for the space in the show case. There were quite a few dolls left over, and we fixed up another display quite like the first.

The boys' jail break turned out to be very cute and they received many compliments on it. The rodeo turned out to be quite good also. It had cork and wooden horses and about every thing a real rodeo would have. It was placed down town, since the New Mexico Southeastern State Fair was to be held soon. There was a write-up in the paper about it.

We thought it all was a lot of fun, although we did get discouraged at times, especially when we forgot the rules for carving and cut several fingers. I think it would be fun and a good experience for lots of other kids.—**Jerry Nelle Ward**, Student, Junior High School, Roswell, N. M.

TRY A HILL-BILLY WEDDING

(Continued from page 131)

tees.

The appointed hour had arrived. The wedding ceremony was staged, and it had met with huge success. Overwhelming applause came from both the faculty members and the student body.

Within a week, the cast was asked to stage the ceremony for the local Kiwanis Club. The following week, the bridal party was invited to perform for a neighboring high school assembly program. The skit was given at a joint meeting of the Boy and Girl Scouts of America, followed by a hill-billy party.

We have told you how we did it, so why not surprise your school and let them attend a hill-billy wedding.

PLANNING THE AFFIRMATIVE

(Continued from page 122)

proving that the plan should not be adopted.

NEGATIVE ARGUMENT

We have had the present system of electing the President of the United States for one hundred and sixty years. During that period it has served us well and so there is no reason to make a change now.

AFFIRMATIVE REFUTATION

The argument that has been presented by the negative in this debate is as old as time itself. It consists merely of the old saying, "It was good enough for father and so it's good enough for me." What they are really saying is that even though it can be proved that there are many shortcomings and even dangers to democracy in the present system of electing the President, that they still do not favor making any change.

In order to prove that what was good enough to serve the needs of the country in 1790 is not good enough for today, all we need to do is point out how the Electoral College system forces our National Conventions to select all Presidential candidates from a relatively few states; makes the decisions of a few voters in the key states more significant than thousands of voters in states where the outcome of the election is known in advance. In fact, this outworn system might easily put a man in the White House who had received fewer popular votes than his opponent. When conditions like this exist, we must admit that

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there is a need for a change.

EDITOR'S NOTE: The fourth and last of Harold E. Gibson's articles on the high school debate topic will follow in the January number.

Comedy Cues

A woman was mailing the old family Bible to her brother in a distant city. The postal clerk examined the heavy package carefully and inquired if it contained anything breakable.

"Nothing but the Ten Commandments," was the quick reply.

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At the football game, the boss entered the stadium, sat down behind the office boy, and tapped him on the shoulder.

"So this is your uncle's funeral?" he demanded of the startled youth.

"Looks like it," the quick-witted youngster replied. "He's the referee down there."

A young man just out of college got a job in a large office. During the lunch hour he read a notice on the bulletin board. He sniffed and said to another employee: "It is pretty hard to take instructions from a man who knows no better way to end a sentence than with a preposition."

The remark came to the ears of the vice president who had written the notice.

The next day the bulletin board carried this notice: "There is in this organization a certain amount of insubordination up with which I will not put." — *Balance Sheet*.

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